Conceptual Framework, Professional Dispositions & Code of Professional Conduct
How our Conceptual Framework, our Code of Professional Conduct, & our Professional Dispositions are interrelated.
Heart of the Model

Three concentric circles create a "target" for graduates from all of our professional education programs. The core objective ("bull's eye") is becoming a **Professional Educator**, an achievement that requires continuous **reflective practice** (middle ring) and professional development aligned with applicable **national, state, and institutional standards** (outer ring).
We see our undergraduate programs at the prep-professional level and our graduate programs at the professional level. We continue to discuss the idea of life-long learning and how it impacts on the attainment of the level of accomplished professional.
Integrated throughout all aspects of our conceptual framework and thus reflected as a circle-in-motion is our circle of core beliefs (Research Base, Best Practice, Life-Long Learning, Ethics, Social Justice, Equity, Diversity, Caring, Democracy, Academic Standards, and High Quality Education) which we believe to be the dispositions held by our program completers.
The outer pentagon of the conceptual framework represents five broad orientations regarding the preparation of professional educators (Academic, Teaching/Scientific, Practical, Critical/Social, and Humanistic), which serve as a broad foundation for the framework.
The Five Orientations

Each of the five orientations enables educators to learn vital knowledge, skills, and dispositions. The five orientations play different roles and are emphasized in varying degrees throughout the careers of educators and within the various specializations. Our programs are designed to accomplish our goal of providing outstanding professional education programs in a pluralistic and global society.

1. The academic orientation seeks to ensure that educators have a robust, sophisticated understanding of what they teach.
2. The technical/scientific orientation seeks to use research to inform practice and inquiry to evaluate practice.
3. The practical orientation respects the ‘wisdom of practice’, believing that experience in real-world conditions is the best means of improving practice.
4. The humanistic orientation believes that the aim of education is to make us more fully human, and that personal development is central to professional development.
5. The critical/social orientation is marked by a profound belief that public education is a foundation of the democratic social processes that make our lives better, tempered by the reality that our social institutions systematically discriminate against certain people.
Revisiting the Conceptual Framework

Critical / Social ORIENTATION

Dispositions
Pre-Professional
Professional

Professional Educator

Skills

Teaching / Scientific ORIENTATION

Knowledge

Academic ORIENTATION

High Quality Education → Research Base → Best Practice → Life-Long Learning

Pre-Professional → Professional → Accomplished

National, State and Institutional Standards → Alignment

Equity → Diversity → Caring

Humanistic ORIENTATION

Professional Standards

Pre-Professional

Critical / Social ORIENTATION

Academic Standards
Unit Professional Disposition Standards and Sample Indicators:

1. **Believes that all students can learn**
   - Sets high expectations for all students
   - Recognizes signs of students’ difficulty with the reading and computational process and applies appropriate measures to improve students’ reading/computational performance.

2. **Is committed to lifelong learning**
   - Shows willingness and ability to reflect upon one’s own strengths and weaknesses as those relate to what one does, who one is, how one thinks.
   - Is intellectually and academically curious.
   - Is receptive to suggestions for improving professional knowledge and skills.
   - Is willing to accept and adapt to change.

3. **Demonstrates fairness and equity**
   - Uses teaching and learning strategies that include consideration of each student’s learning styles, needs, and background.
   - Includes adaptations/modifications in unit and lesson plans to accommodate the needs of all students in diverse classroom settings.

4. **Values diversity**
   - Is sensitive to all students and committed to teaching all students regardless of ability, socio-economic, cultural, linguistic and ethnic background, exceptionality, gender, religion, and other variables.
   - Recognizes and demonstrates awareness of the educational needs of students who have limited proficiency in English and employ appropriate teaching strategies.
Unit Professional Disposition Standards and Sample Indicators:

5. **Promotes social justice**
   - Is tolerant, adaptive, open-minded, supportive, encouraging.

6. **Promotes democracy**
   - Is sensitive to all students and committed to teaching all students regardless of ability, socio-economic, cultural, linguistic and ethnic background, exceptionality, gender, religion, and other variables.

7. **Demonstrates ethical professional behavior**
   - Commits no known or observed incidents of plagiarism, cheating on tests, or violations of standard ethics.
   - Commits no known or observed violations of the Code of Ethics of the Education Profession in Florida (SBE Rule 6B-1.001) and Principles of Professional Conduct for the Education Profession in Florida (SBE Rule 6B-1.006).
   - Demonstrates professional commitment: is punctual and responsible, attends class regularly, completes assignments on time.

8. **Maintains high academic standards**
   - Sets high expectations for all students
   - Recognizes signs of students’ difficulty with the reading and computational process and applies appropriate measures to improve students’ reading and computational performance.
Unit Professional Disposition Standards and Sample Indicators:

9. Reflects research based best practices
   - Uses assessment and other diagnostic strategies to assist the continuous development and acquisition of knowledge and understanding of the learner.
   - Reads, comprehends, interprets, and applies professional and other written materials.
   - Uses and integrates appropriate technology in teaching and learning processes and in managing, evaluating, and improving instruction.

10. Exhibits caring attitude towards students
    - Recognizes patterns of physical, social, emotional, and intellectual development in students, including exceptional students in the regular classroom.
    - Recognizes signs of tendency toward violence and severe emotional distress in students and applies techniques of crisis intervention.
    - Recognizes signs of alcohol and drug abuse in students and knows how to appropriately work with such students and seek assistance designed to prevent further abuse.
    - Recognizes the physical and behavioral indicators of child abuse and neglect and knows rights and responsibilities regarding reporting.
UCF College of Education Code of Professional Conduct

The following are the Florida Educator Accomplished Practices (FEAPs, 2010) with representative alignment of professional dispositions:

**Domain A: Quality of Instruction**
- **Instructional Design and Lesson Planning**
  - Maintains high academic standards (D8)
- **The Learning Environment**
  - Believes that all students can learn (D1)
  - Demonstrates fairness and equity (D3)
  - Values Diversity (D4)
  - Promotes Social Justice (D5)
  - Promotes Democracy (D6)
  - Exhibits caring attitude towards students (D10)
- **Instructional Delivery and Facilitation**
  - Demonstrates fairness and equity (D3)
  - Reflects research-based best practices (D9)
  - Promotes Social Justice (D5)
  - Promotes Democracy (D6)
  - Maintains high academic standards (D8)
  - Exhibits caring attitude towards students (D10)
- **Assessment**
  - Reflects research-based best practices (D9)
The following are the Florida Educator Accomplished Practices (FEAPs, 2010) with representative alignment of professional dispositions:

**Domain B: Continuous Improvement, Responsibility, and Ethics**

- **Continuous Professional Improvement**
  - Is committed to lifelong learning (D2)

- **Professional Responsibility and Ethical Conduct**
  - Demonstrates Ethical Professional Behavior (D7)

Students enrolled in certification program in the College of Education are to be given information concerning the UCF College of Education Code of Professional Conduct and how the unit’s professional dispositions are assessed in alignment with the Florida Educator Accomplished Practices.
Resources

- See “Preparing for NCATE” document in LiveText™

- Attachments to Conceptual Framework & Professional Dispositions section:
  - This PowerPoint
  - CED Code of Professional Conduct
  - Conceptual Framework – Full Narrative
  - Conceptual Framework Model Description
  - Conceptual Framework Static Diagram
  - Conceptual Framework Summary with Diagram